

Report

Promoting students' collaborative competence

Experiences from interprofessional initiatives in higher education

Charlotta Pettersson and Katarina Hjortgren

Authors: Charlotta Pettersson and Katarina Hjortgren

Original title: Att främja studenters samverkanskompetens
Erfarenheter av professionsöverskridande utbildningsmoment i högre utbildning

Publisher: Örebro universitet, 2024
www.oru.se/publikationer

Series: Arbetsrapporter från Högskolepedagogiskt centrum
vid Örebro universitet

Editorial office: Eric Borgström

ISBN: 978-91-89875-00-5

Table of contents

Summary	5
1 Introduction	5
1.1 Purpose	5
1.2 Organisation and approach of the development project.....	6
1.3 Disposition.....	6
2 Theoretical perspectives on learning.....	6
2.1 Interprofessional learning.....	7
2.1.1 Collaborative competence	7
2.2 Didactic starting points	8
3 Process model for the development of interprofessional educational components.....	10
4 The process model in practice: students in collaboration.....	13
4.1 Identify the problemarea	13
4.2 Clarify common goals	14
4.3 Plan content and learning activity	16
4.4 Implement educational components.....	18
4.5 Analyze the educational elements.....	20
4.6 Lessons learned	24
5 Implications for the future.....	26
6 References	28
Appendix 1	32
Appendix 2	34

Summary

The work report presents pedagogical development aimed at promoting students' collaborative competencies, including the development and testing of a didactic process model. The starting point is Örebro University's vision (2023), which highlights the importance of collaboration, and UNESCO's (2017) key competences for a sustainable society. The goal is for students to be able to put their knowledge and experience into practice independently and in relation to other professional educational programmes by working together with authentic cases, where they practice perspective-taking, reflection, and communicative skills as well as relating to ethical dimensions. In our example, students in social work, special needs education, and subject teaching meet. Experience shows that participation has contributed to a curiosity among the students and an increased understanding of each other's professional roles, as well as an awareness of obstacles and opportunities through collaboration. They see their own profession's areas of expertise and identify what they need to learn more about.

The process model is general and can be used in higher education to promote students' interprofessional learning and action competence through collaboration. In addition, the report contributes to enriching the discussion on interprofessional collaboration in higher education.

1 Introduction

Students in higher education face a changing working life marked by high complexity and a rapid pace of change. The ability to collaborate and cooperate, together with systems thinking, problem-solving skills, critical thinking, and self-awareness, are key competences that are considered essential in a sustainable society (UNESCO, 2017). To promote students' ability to handle challenges, they need opportunities to develop this preparedness during their education. The university's vision highlights the importance of collaboration in formulations about striving for: "a holistic approach to our operations and a will to learn from one another" and to "develop knowledge in close collaboration with our students, the scientific community and the surrounding world." (Örebro University, 2023).

However, research often reveals difficulties and problems when professions are to collaborate. Different regulations and ethical dilemmas for each profession are cited as examples of factors that make it more difficult (Hylander & Skott, 2020; Molander & Terum, 2008). In particular, increased mutual knowledge of each other's professions (Tran et al., 2018), the need to develop a common use of language and working methods in the direction of common goals are highlighted as beneficial factors for collaboration (Hjörne & Säljö, 2014).

1.1 Purpose

In light of society's need for collaboration on the one hand and the research's visibility of dilemmas regarding collaboration on the other, we initiated a departmental and cross-professional pedagogical development project on the theme of interprofessional collaboration in 2018. The aim of the project was that students during their education should both take part in research on collaboration (cf. Jakobsson & Lundgren, 2013) and be offered practical training elements where they independently and in relation to students from other professional education programmes are given the opportunity to translate their knowledge and experiences into current and authentic problems. To develop such a training element, we have developed a process model that includes didactic and pedagogical standpoints. The purpose of this work report is to report on the pedagogical development project and indicate how it has been implemented in the educational programmes. In this way, we want to enrich the discussion on interprofessional collaboration in higher education.

1.2 Organisation and approach of the development project

The project was initiated in 2018 by programme directors of the Special Needs Education and Social Work Programme and by the module coordinator for Special Needs Education (7.5 credits) at the Secondary School Teacher Programme. It is an innovative project in the sense that it has a clear interdisciplinary approach and includes cross-professional development that spans three courses in a joint educational component. In their future professional practice, the student groups may meet in a joint effort to promote the development, health and learning of children and young people. The project is also interdepartmental; the courses are given at two departments, and contribute to knowledge-based collaboration across organizational, professional, and institutional boundaries. The project received pedagogical funding from the faculty board during the first two years; since then, it has been a regular educational component of each programme.

1.3 Disposition

In what follows, we describe perspectives on learning as well as didactic and pedagogical starting points that formed the basis of the project. After this, the process model is presented step by step to show the process-based and didactic development on which the training element is based. Then our own training element is given as an example of how the work can progress and what results it can give. Finally, lessons of a more general nature in relation to interprofessional collaboration in higher education are discussed.

2 Theoretical perspectives on learning

An important starting point for the project was a sociocultural approach to learning. This means that social interaction, cultural contexts, and joint learning are particularly emphasized. Learning takes place in and through social interaction and through cultural activities. Knowledge is inherited through language, cultural norms, and values, and this is how it is shared in communication with others (Säljö, 2014). Within specified programmes in higher education, this means that students' learning is seen as social and cultural activities, and that students construct knowledge through interaction with others. The academic culture, the subject's area of knowledge, its concepts and perspectives, norms and values, become knowledge-bearing.

Knowledge first lives in interaction between people and then becomes a part of the individual and his or her thinking/acting (Säljö, 2014, p. 9, our translation).

Students' learning becomes visible in the educational component, by giving them the opportunity to develop knowledge in the meeting with other student groups through language, via concepts, perspectives, norms and values. It also happens through practicing communication, problem-solving, and creative thinking in interactions with others.

2.1 Interprofessional learning

The concept of interprofessional learning is used primarily in nursing education. It refers to a learning in which professionals learn with, by, and about each other (Barr et al., 2005). Interprofessional learning, for example, differs from what is called multiprofessional learning – the latter is when different professions learn the same thing, but rather alongside than in interaction with each other. It also differs from so-called transprofessional learning, which occurs when professions are unclear about their competencies and tend to carry out each other's tasks. Interprofessional learning arises in interaction and where the professions' knowledge is pitted against each other and it becomes clear what separates them. The WHO (2010) states the following about interprofessional education:

Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team (s. 10).

In developing the educational component, we have taken inspiration from the concept of interprofessional learning in an effort to create educational activities and education where students are offered the opportunity to learn with, about, and from students from other professional education programs. Or to put it another way: education that provides the conditions for developing students' action skills to collaborate.

2.1.1 Collaborative competence

There are several concepts to describe when actors from different fields work together (Mörndal, 2018). In this project, the two related concepts of cooperation and collaboration are active at various levels. Cooperation is

defined as a social dimension, while collaboration contributes to it with cross-border aspects that are covered by long-term perspectives.

... that is to say. Collaboration as the establishment of long-term, cross-border and social processes that, based on a common problem or purpose, create a supposedly sustainable change (i.e. development), it is obvious that many parameters must be taken into account in collaborative projects where academia and practice meet (Mörndal in Rytzler, 2022, p.185, our translation).

The concept of collaboration is used in the project to understand what happens when students work together on the case, as "jointly conducted work concerning a limited task", in accordance with the National Board of Health and Welfare's definition. We define collaboration: "overall joint action at the organizational level for a specific purpose". One aspect that is stated to be crucial for collaboration is the "pace", i.e. a kind of open and unbiased approach to arrive at common starting points (Mörndal, 2018). Danemark (2000) indicates additional aspects to enable collaboration. This in the form of common 1) knowledge and explanation models, 2) organisational conditions and 3) the regulations that govern the activities. He also states that dimensions of power are constantly present, which both contribute to making cooperation more difficult and enabling (Danermark, 2004).

In addition, we have been inspired by Jensen and Schnack's (1997) four components of action competence. These are: 1) knowledge and insight into the problem, 2) experience of practicing, 3) participation and motivation (meaning and motivation) and 4) visions of the future. To create the conditions for students' interprofessional learning and their ability to collaborate, a number of pedagogical and didactic positions have been established.

2.2 Didactic starting points

In higher education, pedagogy is complex in several senses. Lorentzon et al. (2022) state that didactics can contribute with a starting point from which it is possible to analyze and understand the relationships that arise in educational situations. Didactics illustrates teaching as a triangle, where teachers, content and students are its basic elements. Which also form relationships with each other in relation to content: teachers choose content, teacher-student relationships, students create meaning from the

content, and relationships with other students. In addition, there is the context of society (Levinsson, et al., 2022). In our work, we have taken this approach as a starting point.

The following didactic questions have been with us in the development of the training element are: *What?* (what content should we choose), *How?* (how should we work with/communicate the content), *who/who?* (who is the student in his/her future profession/what the other professional educations) and *why?* (why is it a relevant educational element). Uljens (1997) indicates additional didactic issues to reflect on in connection with the planning and implementation of teaching:

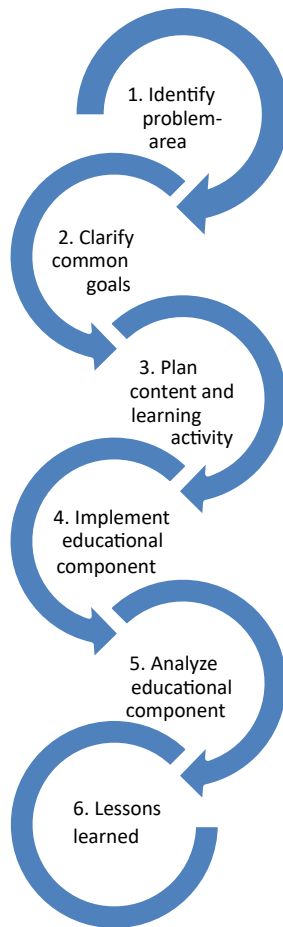
In practical-pedagogical activities, there is always someone (who?) who at some point (when?) somewhere (where?) and for some reason (why?) teaches someone (who?) something (what?) in some way (how?) towards some goal (which?), so that through some type of activity (which?) he would reach some kind of competence (which?) in order to be able to realize his interests now and in the future (Uljens, 1997 p. 168).

Based on the above starting points and sociocultural approach to learning, we chose the following four strategies that became the guiding principles for our work: 1) Joint learning where students work with real problems and the teacher rather has the character of facilitator or supervisor. The students' previous knowledge and experience form the starting point (Thomas, 2009, Tassone et al., 2018). 2) Systems thinking, perspective-taking and reflection, where students collectively analyze the complexity of the systems they will encounter in their future professional roles (Wiek et al., 2011). 3) Communicative skills and a relational approach where context and interaction are central aspects, where parts and wholes affect and are affected by each other, which affects the scope for action both at the individual, group, and organizational levels. "Interpersonal competence is about different skills to be able to work together in fighting sustainable problems" (s.207). 4) Normative competences, where ethical dimensions such as values, rights and equality are expressed and discussed. We used these strategies to identify, bridge, and problematize "the gap" between the professional education programs and identify common problems that, in our case, focus on social and special needs education issues in school.

3 Process model for the development of interprofessional educational components

To put the didactic and pedagogical starting points into practice and to highlight the general relevance of the development project, we created a process model for the development of professional training elements. In addition to the above-mentioned starting points, the model is also inspired by the process in action research (Rönnerman, 2022). Like action research, our model also aims to both change practice and to create new knowledge about practice, promoting students' collaborative skills. The model is based on a process-based didactic approach and is covered by the following steps: 1) Identifying problem areas, 2) Clarifying common goals, 3) Planning content and learning activity, 4) Implementing the educational component, 5) Analyzing the results of the educational component, 6) Drawing lessons learned. They build on each other, and each step is a prerequisite for the next one to be taken in the process.

Figure 1. Process model for the development of interprofessional educational components



The first step in the process model is about identifying a problem area where it is possible to collaborate with other professional education programmes, and that contributes to students' professional development. A problem area can, for example, arise from a learning situation where we, as university teachers, see what understanding, ability, or knowledge the student possesses or has not yet acquired. It can be about course content that is complex for students to understand, areas where students ask a lot of questions or miss elements on exams. In other words, areas where meetings with students from other professional perspectives can help to clarify students' own knowledge and contribute to new knowledge development.

We are inspired by Dewey (1999/1916), who states that learning can only happen when one encounters resistance of any kind. It is only then (when faced with resistance) that you are open, curious or engaged enough to think of new other ways to solve problems and to learn new things.

The second step is to clarify which educational and course objectives are related to the problem area within each education, and to review them and their associated content. In this way, the common knowledge base can be identified and form the basis for educational components. Both similarities and differences in goal formulation and content of the problem area should be highlighted. The legal regulations of each profession also contribute to identifying the professional areas and designing the context in which the professions may meet in collaboration situations in the future.

The third step is about planning for the choice of content and learning activity. We have been inspired by Vygotsky's (1978) concept of proximal development zone. That is, we have identified the space between what the student can accomplish independently and what they can achieve with the help of guidance and support from other students. We start from students' knowledge, meet them there (at the outer edge of their knowledge), and from there support and challenge them to dare to take on new types of tasks together with students from other study programmes. The students' development zones have been identified on the basis of educational and course objectives, review of the course literature, and analysis of what knowledge and skills each student group has brought with them from before. We have based the students' common knowledge as the basis for the content of the training module. We have directed the content dimensions toward common challenges students may face in their future professional roles.

The fourth step is inspired by the fundamental idea of action research to implement change at the same time as it is studied (cf. Rönnerman, 2022). When the educational component is implemented, the ambition is to observe how unfolds to the students' learning, with a focus on the following three didactic questions: What (do the participants perceive the content as relevant?), How (does introduction, instruction and tasks work?) and Who (communicates with whom, what roles and positions do the students take?) (cf. Uljens, 1997). The teacher acts as a facilitator by challenging and stimulating perspective-taking and asking critical questions. The ambition of the educational component's difficulty level is to introduce built-in

problems that they can only work on if they take support from each other's areas of knowledge.

The fifth step involves analysing the outcomes by drawing on students' and teachers' experiences of participating in and working with the educational component. This may be done, for example, through focus group interviews and observations. Students can be asked questions about how they experienced the collaboration with students from other programmes and how they view future professional collaboration in the different professional roles, difficulties and opportunities. Teachers can be asked to observe what is happening and answer questions about how students' communication and collaboration worked, how their professional knowledge and ability to cooperate were expressed, and how they felt that the structure and content of the training element worked.

The sixth and final step is to draw conclusions and summarize lessons learned from the new knowledge as the outcome of the training element. The lessons learned also enrich the discussion of interprofessional collaboration in higher education.

4 The process model in practice: students in collaboration

In this section, we describe the practical use of the didactic process model. We report step by step on how we have translated the general starting points into concrete planning and implementation. We also highlight ambitions, expectations, and goals that have been driving forces for us in our work.

4.1 Identify the problem area

In our project, the problem area was identified by students and supervisors during work-based learning, noting a need for increased competence in collaborating and knowledge of other professions that work with children and young people. This sparked thoughts about allowing students, already at the university, to meet their future colleagues and discuss common issues. This contributed to the fact that we, together with colleagues from the social work, special needs education and subject teacher education, formulated an application and received special funding for a pedagogical development project from the HS Faculty.

The project group consisted of programme, course and module coordinators as well as teachers at the two departments. The following modules were involved during the autumn semester: Psychosocial Work

with Children, Young People and Families 15 credits with about 40 students and the special needs education students' advanced course Professional and Counselling Conversations 15 credits with about 50 students. In the spring semester: the same module for the social work students, comprising 25 students and the subject teachers Special Needs Education 7.5 credits with about 70 students. The social work students' module is selective, of which the number of students may vary over the semesters, while the special needs education teachers' and subject teachers' modules are compulsory. It was planned for about 90 students/each semester.

In order to jointly identify the problem area and to be able to take the next step in the project, curiosity, commitment and time were initially needed to get to know each other and the content of the three educations. A lot of logistical research was required initially to get a picture of when the modules in question were carried out, whether they ran in parallel and whether it was possible to work across programme and department boundaries.

4.2 Clarify common goals

In our work, we initially familiarised ourselves with the content of other educational programs and read some course literature. In addition, content, ideas and planning were continuously discussed with teachers from the programs that were included. In order to obtain a common knowledge base on which to make decisions for the upcoming educational component, an analysis of the legal regulations for the various professions' work with children and young people in school and in collaboration with other actors, such as social services and child and adolescent psychiatry, was also carried out. Thereafter, each degree programme's governing documents, comprising degree objectives and programme and course syllabi, were analysed, with a particular focus on formulations regarding collaboration and collaboration with other professions (see Appendix 1).

Legal regulation for the practice of the profession

The Education Act states, among other things, the right to education, the right to special needs support and extra adaptations, equal education, compulsory schooling, counteracting discrimination, and the influence of guardians, all of which form the basis for the concrete collaboration in the activities. The Social Services Act also emphasises that the work must

"promote people's equality in living conditions and active participation in society" (Chapter 1, Section 2), where schools constitute an essential basis for children and young people's opportunities for development and good living conditions. Guiding principles in the work of the social services are voluntariness, self-determination, and the principle of the best interests of the child. In addition, everyone who works with children and young people in their professional practice has a responsibility to detect and provide support to children who are being harmed, or are at risk of being harmed, in the home environment at an early stage. If such suspicion exists, it is an obligation to report a concern to the social services (SFS 2001:453). An amendment to the Education Act entered into force in July 2023 and states that the student health service must collaborate to a greater extent both internally with teachers and school staff, as well as externally with child and adolescent psychiatry and health and medical care when such needs exist (SFS 2010:800).

Teachers and student health professionals thus need to be able to collaborate, meet and include all students in school regardless of socioeconomic background, ethnicity or functional ability, and be able to ensure that students who need extra adaptations or special needs support receive the help to which they are legally entitled (SOU 2021:11, SFS 2010:800). The above analyses form the basis for the continued work on the construction of the joint educational component, together with an analysis of the degree and course objectives of the programmes on cooperation and collaboration below.

Examination- and course objectives

The review of the degree objectives (SFS 1993:100) for both social work and the special needs education and subject teacher programme shows that the ability to cooperate and collaborate is included in all professional education programmes, albeit expressed in different terms (see Appendix 1). The goals for the Degree of Social Work are general formulations, in contrast to the goal of the special needs education program, which links explicitly collaboration to work with action programs. The objectives of the subject teacher programme, which explicitly concern collaboration, are also linked to pupils' need for special needs educational interventions. In addition to the goals that are more explicitly about collaboration, some goals concern knowledge, competence and attitudes that are central in collaboration situations, for example: "demonstrate the ability to treat and

approach professionally". They are included in both the degree in social work and the subject teacher, but for the latter, with a delimitation towards students and guardians. This goal is not included in the special needs education degree. On the other hand, there is a formulation about cooperation and communicative competence with a focus on professional conversations, and for subject teachers, "knowledge of and understanding of social relations, conflict management and leadership, and demonstrate communicative ability in listening, speaking and writing in support of the pedagogical activities". In the continued analysis, the focus is on how the examination objectives for each educational programme have been operationalised in the modules from each programme. The module Psychosocial Work with Children, Young People and Families, 15 credits at the Social Work Programme. The Special Needs Education Programme's module Professional Conversations and Counselling, 15 credits and the Subject Teacher Programme's module Special Needs Education, 7.5 credits. In the analysis of the course objectives, both similarities and differences in how the ability to collaborate is stated in the respective course objectives of the professional education programmes are highlighted. There is a variation in the formulations: whether it is "skill and ability to collaborate" or only "show insight into collaboration" that is written in the goals.

The review of course literature, legal regulation, and intended learning outcomes contributed to valuable dialogue and reflection on how it could be translated into concrete tasks and what form of learning it could contribute to among the students.

4.3 Plan content and learning activity

In our project, we chose that the students would be able to collaborate with problems that encompass the type of complexity and challenges they will face in their future professional roles, within the framework of children's and young people's secondary socialization in school. The fact that many children and young people suffer from mental illness and that problematic school absenteeism has increased (Public Health Agency of Sweden & Swedish Agency for Youth and Civil Society Issues, 2023) underlines the importance of teachers and other professions within schools having the competence required to be able to collaborate in a way that contributes to children and young people experiencing school as a safe place to develop in. This requires working methods that promote inclusion and counteract

various forms of exclusion (Larsliden & Nilholm, 2021, Hylander & Skott, 2020). The common goal for both school-social and special needs education work is that children and young people have positive school experiences and that school failures are minimised (cf. Backlund, 2017). Student health work should help ensure that schools become protective factors rather than risk factors in the lives of children and young people. Working for a positive social climate and an inclusive learning environment, and counteracting discrimination, bullying, and abusive treatment are central tasks for all professions within the school. Knowledge of legislation is an essential prerequisite for understanding the opportunities, obligations, and limitations for both schools and social services. This is to be able to develop functioning structures for collaboration between the school as an actor and various professions within the social services when it comes to jointly assisting children and young people in vulnerable life situations. Hylander and Skott (2020) emphasize the importance of developing collaboration between the professions in student health (principal, special educator, counselor, school nurse, psychologist, and school doctor), in order to be able to handle the complex issues that the school and, by extension, society have to deal with. It is in these types of real problems that we have chosen to develop the educational components.

The Case

To create opportunities for the students to work with real student health issues, we chose to develop cases, with a high degree of topicality and societal relevance (see appendix 2). This is to mimic as much as possible collaborative situations that students may face in their future professional practice (cf. Larsliden & Nilholm, 2021; Hylander & Skott, 2020; Public Health Agency of Sweden & Swedish Agency for Youth and Civil Society Issues, 2023).

In the first case, the students meet Gina, who is 6 years old and has just started preschool. The early childhood education staff perceives Gina as a quiet girl who has difficulty connecting with other children and adults. She was often worried and depressed, and they said that she had lost some weight. The parents, who have a different linguistic and cultural background, do not want to give consent to carry out a psychological examination. In this case, the students are encouraged to discuss how they

should work together to ensure that Gina has the best possible start in school and how they should work to promote her school attendance.

The second case is about Charlie, 14 years old, who is in grade 8 and has been diagnosed with high-functioning autism. They (gender neutral pronoun) have previously had high absenteeism but have not been at school at all for a few months now. Charlie does not answer the mobile phone when the mentor tries to reach them. Instead, Charlie's father answers and reprimands the mentor, claiming that it is incomprehensible that such incompetent individuals as the mentor and the principal are even allowed to work at a school. In this case, the students' task is to reason, based on their professional roles, about how they should work together to get Charlie back to school and complete their schooling.

By constructing cases that are open to multiple interpretations, we want to challenge the students' problem-solving skills, critical thinking, and reflection (cf. Källen et al., 1994). Cases that address common problems among children and young people in school enable the students to discuss different ways of understanding and analysing the problem situation and to investigate which alternative courses of action they can identify. The students' collaboration on the cases is also intended to highlight the specific knowledge and skills of each profession and how they can complement each other in a collaborative setting. In order for the students to see this, process questions have been formulated for each case, where the respective profession's roles, perspectives, and values are discussed. The students are encouraged to "be curious" about each other's ways of analysing different aspects of the case and to think about how they want to argue for other ways of handling the situation. They are also tasked with considering various legal and ethical issues linked to each profession as well as general aspects for all professions. The students' meeting with each other in discussion and collaboration around the case intends to contribute to professional development, both when it comes to practice and to integrate theoretical perspectives such as systems theory to develop interprofessional competence.

4.4 Implement educational components

The educational component of our project comprises a joint half-day for about 90 students. It is carried out by programme coordinators, module coordinators, and two to three teachers from each programme. For reasons

of course logistics, special needs education students participate in the autumn semester together with students from the social work programme, and in the spring semester, social work students participate together with subject teacher students.

It begins with an introduction of about 45 minutes to create a common starting point for the work on the case. An essential element of the introduction is to promote the motivation of the students by anchoring and arguing for interprofessional collaboration and the importance of developing action competence with support in legislation and research. A systems perspective based on Bronfenbrenner's (1979) social-ecological perspective is presented as an analytical tool for the work with the case. Where different forms of problems and their solutions can be identified at the individual and group level, as well as at the organizational and societal level. Risk and protective factors based on a relational and interactionist perspective are shared with the students as a common base. In addition, the introduction is linked to problem descriptions and issues specifically linked to the professions' specific areas of expertise, such as questions about the duty to report to the social services or the school's obligation to provide special support.

After the introduction, the students are divided into interprofessional groups, and depending on group size, subject teachers and special needs education students are in the majority. This reflects the relative distribution of professions that meet students in school. There are plans for about 8 students per interprofessional group; the case work takes place in large premises where two groups work in parallel. In each seminar room, there is one to two seminar leaders, one from each subject (pedagogy and social work), with the role of facilitator rather than teacher. Teachers ask problematizing questions that challenge students in their discussions, and observe to what extent the case content corresponds to students' knowledge and how they see and make use of each other's competences.

The students are encouraged to start the dialogue about the case by introducing themselves and their degree programme to each other and briefly giving examples of tasks in their professional roles. At the implementation time when the special needs education students participate, they were given the task of preparing and carrying out a role play, in addition to discussing the case. The purpose of the role-play is for the students to lead a meeting based on the content of the case. Where some

have the role of acting as conversation leader and observer, respectively, with the task of focusing on what is happening in the communication. This is because the module was part of the special educators' module on professional conversations, which, for the social workers, is also a central part of the education. Finally, each group reports on the work on their case to the other group in the room. In the report, students are encouraged to highlight and reflect on controversies and dilemmas they have encountered, rather than presenting "correct" answers. At the end of the training module, the students get to reflect together on their experience of collaboration and cooperation with a direction forward towards their future profession. They also got to give feedback on the training element and what they learned.

While we carry out the educational elements, participating teachers are encouraged to observe what is happening. For example, what happens in the interaction between students during the case work, and how the introduction helps create a common starting point so that students dare to open up and work together with students they have not previously met and who are in a different educational setting.

4.5 Analyze the educational elements

Students' experiences

In our project, 50 students participated in focus group interviews. The interview questions covered two thematic areas: 1) collaboration with students from another programme, 2) one's own and others' professional roles. Below are some examples of results from students' experiences of participating in an interprofessional educational element. It turns out that students feel that working with common cases has triggered many thoughts in them. Meeting students from another professional education makes visible other perspectives and issues than those of their own profession, which helps them to see their own professional areas. The students also express a curiosity about each other's knowledge and ask questions about the education and its area of knowledge.

A social work student expresses the following about the meeting with special needs education students: "So I thought it was very exciting that we were very much like this: "Oh, well" when we talked to each other. There were a lot of things that we didn't know about each other." Another student formulates:

... They listened to us. They just, when we were going to talk about the duty to report and such, you could make a report, that was it. They kind of asked us more: Can you make a report of concern to social services at this stage if you only know this little? So, they still wanted to listen in (Social Work Student).

A special needs education student reacts to the fact that the other professional group lacks knowledge about school as an area of activity:

The social workers lack knowledge of the school's perspective and the laws that govern the school's activities.

It becomes very complex, if you enter the world of school and have no experience. Because it is complex how it works, what expectations many people have of a counsellor (Special Needs Education student).

Some of the social work students, in turn, react to the uncertainty that is expressed when reporting concerns to the Social Services:

None of them wanted to take their responsibility to report, they expressed that the principal or assistant principal would do so. This is because there could be trust issues towards the pupil and the parents, that the parents would not trust the teachers as much because of this concern, that they go and make reports of concern (Social Work Student).

A subject teacher student emphasizes that he/she: "has gained insight into how the social services work and knows that I, as a teacher, can contact them or the counsellor at the school for advice". Some special needs education students tell social work students about dilemmas they have experienced when reporting concerns and what consequences the lack of feedback has for those who work at the school. Social work students express that they have gained an understanding of the fact that surveys are made of pupils' learning difficulties and that special individual action programmes are set up where the social worker can also contribute with a school-social perspective.

In summary, the analysis shows that the structure of the educational module contributes to reflections on the specific field of knowledge relevant to one's professional role. The students' experiences of curiosity and frustration contribute to discussions about how views and specific approaches differ, both differences and similarities between the professions' perspectives, use of concepts, and assignments are identified. The dialogue with students from another professional education means a real experience

of collaborating with an authentic case. Students from all three programmes express that there is a need for more similar training sessions, preferably in the form of theme days, earlier in the programmes.

Teachers' experiences

All eight teachers who worked with the educational elements chose to participate in a focus group interview to share their experiences of how it worked and give suggestions for change and development. Questions were asked of the teachers about the students' learning, their professional competence, ability to cooperate, and the structure and content of the training module. In addition to the focus group interview conducted during year one, we held regular check-in meetings with the teachers to follow up on their observations and experiences.

In the focus group interview, it emerged that the teachers feel that the collegial collaboration across programme boundaries broadens their views in their role as programme coordinators, module coordinators and teachers. The collaboration across the programme boundaries will be an important part of the implementation as well as the course development in general. Among other things, this contributed to teachers being invited to give lectures and seminars on each other's degree programmes, as well as to course literature being changed. The exchange of experience also raised questions about further changes and additions, such as preparatory elements and exam questions in each module, in order to deepen and anchor the educational element in the courses as a whole. A positive side effect is also that students and teachers are invited to joint lecture sessions on each other's programmes.

The teachers express that the students' knowledge of student health issues is developed and deepened through the case work. It was also made visible what knowledge the students themselves thought they had and what they felt they lacked, as well as what knowledge other student groups lacked about them. According to the teachers, the students' sometimes tentative discussions with each other contributed to the various professional assignments becoming visible. Several of the teachers also reflect in their observations that students (from all three programmes) felt that the case was more formulated from the perspective of the other professions:

In my group, the subject teacher students expressed that the cases were too focused on school social work. While the social work students in turn felt alienated from the case because school is not perceived as their arena, despite

the fact that the current course is about children, young people and families in psychosocial difficulties. I find that interesting, that no one felt really familiar with the content. I think it's an expression of their own insecurity (Teacher Social Work).

The teachers also observe that power dynamics and competition have been expressed in students' work on the case, depending on the content discussed. They note, for example, that student groups from one of the programmes are in a superior and disadvantaged position relative to each other in the parts of the case where their own professional knowledge can clearly be used.

It becomes different in the groups. If a dominant student who is not so open and flexible to invite others and be open to others' understanding and views, it can be limiting for the case. Then they kind of don't get any further. While another group without such dominances and a greater openness can get much more out of each other's knowledge and get much further in the collaboration (Teacher Pedagogy).

They further express that collegial collaboration (and learning) helped provide new energy to continue developing the educational element. Success factors were mainly perceived to be collegial anchoring, both in terms of resources (time) and opportunities to implement the educational element in the programs. Organisation is seen as a crucial factor in both opportunities and obstacles to collaboration. Teacher and programme coordinator says:

A prerequisite for interprofessional collaboration is that the modules run in parallel. This is particularly important when it comes to educational elements that cut across several educational programmes and institutions.

A recurring question discussed in connection with the exchange of experience between the teachers is how they would relate to the students' work process in this case and the degree of structure during the seminar. Experience shows that teachers oscillate in a continuum between being a facilitator and an observer. It is discussed to what extent teachers should challenge the students by asking process questions, providing answers or letting the collaborative process take its course. The exchange of experience among the teachers helped lay a foundation for sustainable collaboration across programme boundaries, which was perceived as particularly important in the initial phase, when the idea and working methods were to be developed and anchored.

4.6 Lessons learned

Students' interprofessional learning

We can state that by working together on the case, students from the three professional programmes are offered the opportunity to learn with, by, and about each other. Reflections of the students show that the meeting across professional boundaries helps to develop trust in each other's knowledge and highlights opportunities to be able to get help from each other in their future professional practice. In the students' discussions about the cases, it becomes clear how they are challenged to test and clarify their concepts and definitions in relation to the perspectives of other professions and how they intersect with each other. The common use of language is something that Molander and Terum (2008) also highlight as central. Both teachers' observations and students' own reflections show that interaction with the other contributes to making their own professional knowledge visible. The sociocultural approach to learning, with a focus on the importance of communication and language, is a vital prerequisite here.

Students' Proximal Development Zone

When it comes to the students' learning, we can see that their different professional knowledge is expressed and clarified through collaboration with the cases. The construction and complexity of the cases and the associated issues contribute to challenging the students in their proximal development zone (cf. Vygotsky, 1978). The fact that the students feel alienated from handling certain information in the case and that they feel there is a lack of information leads us to see this as a sign that they are challenged in their proximal development zone. It can also be stated as part of the resistance that Dewey (1999/1916) assumes for learning to be possible. We see this as promoting their motivation to seek knowledge from other students.

Power aspects

In some cases, we can see that disagreements and power aspects arise among students in their work on the case. For example, it can occur when students do not engage in mutual interaction and dialogue, but instead discuss alongside rather than with each other. It can also be expressed in tensions among the students regarding the choice of approach and measures. We see these as examples of situations where the readiness to cooperate is put to

the test. We believe that experience of these tensions can provide an important basis for learning and preparing for dealing with similar situations in one's future professional practice. For example, it can be a reminder to contribute to reflection on one's own approach in collaborative situations.

Teacher as facilitator

It becomes clear that teachers' attitudes have a significant impact on how student collaboration is expressed. As a teacher and seminar leader, we believe that the role of facilitator with a focus on students' communicative skills, critical thinking, and perspective-taking contributes to them being challenged in their understanding of the case and of each other's professional knowledge. Our experience shows that teachers' questions about the process can help lead students further if they get stuck or if one-sided perspectives that shed light on the case. Since our pedagogical ambition is to promote students' active search for knowledge and interaction with each other, it is essential for a teacher to behave in a way that encourages students to be in dialogue rather than just searching for "the right answer". Some students may find it provocative when teachers ask process questions linked to their own profession.

Competence to act

Participation in this educational module helps students develop knowledge, gain insight into the problem area, and practice their communication skills. The students get an authentic experience of meeting and dialogue with students from other professional educations and the opportunity to test their skills and abilities in working together on problem-solving of authentic cases, which opens up for meaning-making and motivation. As a student, participating in such an educational element is not enough, but is an essential step in the development towards action competence. It contains a potential for the students to carry experiences with them to other course elements and for future professional lives. Insight into the problem, experience of practice, meaning and motivation as well as visions of the future are, according to Jensen and Schnack (1997), central elements for developing action competence.

5 Implications for the future

There is excellent potential to develop students' interprofessional learning through this type of interprofessional element, which has been carried out every semester since 2019 and is now a regular part of the three educational programmes. The didactic process model that is developed and tested is general and can be used in higher education to initiate students' interprofessional learning and promote their ability to collaborate. This is a process in which programme, course, and module coordinators and teachers, together with students, jointly contribute to the development of programmes and interprofessional educational elements. The process model provides a structure for the work, including planning, implementation, and analysis of the training element. We see a success factor in the work: curiosity, commitment, and the courage to try and learn from each other among the teachers working on the module. By creating something new together, being creative, and showing openness, the teachers act as models for the students in their work across professional boundaries.

We see a need for more educational elements that promote the conditions for students' interprofessional learning, so that they, in their future professions, can act collaboratively. For example, this can take the form of theme days where the students are tasked with leading workshops on areas of competence within their respective professions. It is also interesting to develop the ongoing educational component to involve more professional education programs, such as nursing and psychology, to more closely mimic the professions on the school's student health team. This requires resources for coordination and a mandate to implement educational elements.

Running the project at the programme level has contributed to success, and it is seen as a faculty-wide concern. In order for it to continue to be a sustainable programme- and department-wide educational element, a strategic organisation and faculty-wide prioritisation are needed. That is, it is not only about the commitment of individual teachers; cross-departmental, sustainable collegial collaboration also needs to be promoted. This could also help develop a culture of collaboration among teachers in higher education.

Finally, we would like to mention in particular the colleagues who have been involved in the work over the years, believed in the idea and contributed to the development. Your participation, enthusiasm and commitment have been crucial, as has all the feedback from students who

have participated. Also important are the occasions we have been invited to present the educational work. The attention, questions, and feedback we have received have provided valuable knowledge and energy along the way. The work has been inspiring, educational, and has taken more time than we could have imagined. Those of you who are curious to do something similar – please get in touch!

6 References

- Backlund, Å., Högdin, S. & Spångberg Weitz, Y. (Red.) (2017). *Skolsocialt arbete. Skolan som plats för och del i det sociala arbetet*. Gleerups.
- Barr, H., Koppel, I., Reeves, S., Hammick, M. & Freeth, D. (2005). *Effective interprofessional education: Argument Assumption and evidence*. Blackwell Publishing.
- Biesta, G. (2009). Good education in an age of measurement: on the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability*, 21(1), 33-46.
- Bronfenbrenner, U. (1979). *The ecology of human development – experiments by nature and design*. Harvard University Press, Cambridge.
- Danemark, B. (2000). *Samverkan – himmel eller helvete?* Gothia.
- Danemark, B. (2004). *Samverkan – en fråga om makt*. LäroMedia.
- Dewey, J. (1999/1916). *Demokrati och utbildning*. Daidalos.
- Folkhälsomyndigheten & Myndigheten för ungdoms- och civilsamhällesfrågor, MUCF. (2023). *Att inte bara överleva, utan att faktiskt också leva En kartläggning om ungas psykiska hälsa*.
- Hjörne, E. & Säljö, R. (2014). *Att platsa i en skola för alla. Elevhälsa och förhandling om normalitet i den svenska skolan*. Studentlitteratur.
- Hylander, I. & Skott, P. (2020). Samordning för ett hållbart elevhälsoarbete. *FoU skriftserie* nr 10/2020. Specialpedagogiska skolmyndigheten.
- Jakobsson, I-L. & Lundgren, M. (2013). *Samverkan kring barn och unga i behov av särskilt stöd*. Natur & Kultur.
- Jensen, B, B. & Schnack, K. (1997). The Action Competence Approach in Environmental Education. *Environmental Education Research*, 3(2), 163-178.
- Källen, B., Lundberg, K. & Myrman, Y. (1994). Casemetodik en handbok om att undervisa och skriva. *Grundutbildningsrådets skriftserier* 14. Rådet för grundläggande högskoleutbildning: Nationellt centrum för casemetodik.
- Larsliden, B. & Nilholm, C. (2021). Is it possible for pupil welfare teams to work health promoting and preventively? - A case study. *International Journal of Inclusive Education*.
- Levinsson, M., Langelotz, L. & Löfstedt, M. (2021). *Didaktisk dialog i högre utbildning*. Studentlitteratur.
- Lidskog, M. (2016). Att lära med, av och om varandra. I A. Berlin J. & Sandberg H. (Red.), *Team i vård, behandling och omsorg: Erfarenheter och reflektioner* (2. uppl., s. 109-129). Studentlitteratur.

- Molander, A. & Terum, L. I. (red.) (2008). *Profesjonsstudier*. Universitetsforlaget.
- Mörndal, M. (2018). "Vi måste takta!" *En studie om organisering för samverkan*. Avhandling. Mälardalens högskola.
- Ojala, M. (2019). *Integrating a sustainability perspective into psychology education. A review of the literature and some suggestions*. Arbetsrapporter från Högskolepedagogiskt centrum, Nr 2. Örebro universitet. <http://oru.diva-portal.org/smash/get/diva2:1351285/FULLTEXT01.pdf>
- Rytzler, J. (2022). En pedagogisk läsning av samverkan för, om och i utbildning. I Gynne, A., Jakobsson M., & Rytzler J. (red). *Utbildningsvetenskapliga perspektiv på samverkan*. Liber.
- Rönnerman, K. (2022). *Aktionsforskning. Vad? Hur? Varför?* Studentlitteratur.
- SFS 1993:100. Högskoleförordningen. https://www.riksdagen.se/sv/dokument-och-lagar/dokument/svensk-forfattningssamling/hogskoleforordning-1993100_sfs-1993-100/
- SFS 1992:1434. Högskolelag. https://www.riksdagen.se/sv/dokumentochlagar/dokument/svensk-forfattningssamling/hogskolelag-19921434_sfs-1992-1434/
- SFS 2010:800. *Skollag*. <https://www.riksdagen.se/sv/dokument-och-lagar/dokument/svensk-forfattningssamling/skollag-2010800sfs-2010800/>
- SFS 2001:453. *Socialtjänstlag*. https://www.riksdagen.se/sv/dokument-och-lagar/dokument/svensk-forfattningssamling/socialtjanstlag-2001453_sfs-2001-453/
- Socialstyrelsen & Skolverket (2016). *Vägledning för elevhälsan*.
- SOU 2021:11. *Bättre möjligheter för elever att nå kunskapskraven - aktivt stöd - och elevhälsoarbete samt stärkt utbildning för elever med intellektuell funktionsnedsättning*. Utbildningsdepartementet.
- Säfström, C. A. & Svedner, P. O. (red) (2010). *Didaktik – perspektiv och problem*. Studentlitteratur.
- Säljö, R. (2014). *Lärande i praktiken Ett sociokulturellt perspektiv*. Studentlitteratur.
- Tassone, V, C., O'Mahony, C., McKenna, E., Eppink, H.J., & Wals, A. E. J (2018). (Re-) designing higher education curricula in times of systematic dysfunction: a responsible research and innovation perspective. *Higher education, on line first*.

- Thomas, I. (2009). Critical Thinking, Transformative Learning, Sustainable Education, and Problem-based Learning in Universities. *Journal of Transformative Education* 7(3), 245-264.
- Tran, C., Kaila, P. & Salminen, H. (2018). Conditions for interprofessional education for students in primary healthcare: a qualitative study. *BMC Medical Education*, 18(1) s 122-128.
- Uljens, M. (red.) (1997). *Didaktik: Teori, reflektion och praktik*. Studentlitteratur.
- UNESCO (2017). *Education for sustainable developmental goals. Learning objectives* https://www.unesco.de/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf
- Vygotsky, L. S. (1978). *Mind and society: The development of higher psychological processes*. Harvard University Press.
- Wahlström, N. (2020). *Didaktik Ett professionsbegrepp*. Gleerup.
- WHO (2010). Framework for Action on Interprofessional Education & Collaborative Practice. *Health Professions Networks Nursing & Midwifery Human Resources for Health*.
- Wiek, A., Withycombe, L. & Redman, C. L. (2011). Key competencies in sustainability: A reference framework for academic program development. *Sustainability Science*, 6(2), 203-218.
- Öquist, O. (2011). *Systemteori i praktiken: konsten att lösa problem och nå resultat*. Gothia.
- Örebro universitet. (2023). *Professionella samtal och rådgivning, 15hp*, [Kursplan PE200A]. Specialpedagogiskt program. <https://api.oru.se/oruapi/v1/utbildningsinformation/utbildning/PE200A?typ=kurs&accept=html&revision=1.000&sprabsv>
- Örebro universitet. (2023). *Psykosocialt arbete med barn, ungdomar och familjer, 15hp*. [Kursplan SA700A]. Socionomprogrammet. <https://api.oru.se/oruapi/v1/utbildningsinformation/utbildning/SA700A?typ=kurs&accept=html&revision=9.000&sprak=sv>
- Örebro universitet. (2023). *Specialpedagogik, 7,5hp*, [Kursplan PE006A]. Ämneslärarprogrammet. <https://api.oru.se/oruapi/v1/utbildningsinformation/utbildning/PE006A?typ=kurs&accept=html&revision=4.000&sprabsv>
- Örebro universitet. (2023). *Utbildningsplan Socionomprogrammet, 210hp* [Kurskod SSO1 Y]. <https://api.oru.se/oruapi/v1/utbildningsinformation/utbildning/SSO1Y?typ=program&accept=html&revision=2.000&termin=senaste&sprak=sv>

- Örebro universitet. (2023). *Utbildningsplan Specialpedagogiskt program 90 hp* [Kurskod LSP2Y]. <https://api.oru.se/oruapi/v1/utbildningsinformation/utbildning/LSP2Y?typ=program&accept=html&revision=2.000&termin=20232&sprabsv>
- Örebro universitet. (2023). *Utbildningsplan Ämneslärarprogram inriktning mot arbete i gymnasieskolan, 300hp* [Kurskod LGY2Y]. <https://api.oru.se/oruapi/v1/utbildningsinformation/utbildning/LGY2Y?typ=program&accept=html&revision=4.000&termin=senaste&sprak=sv>
- Örebro universitet (2023). *Örebro universitets vision 2023-2027. Ett framstående universitet för en kunskapsbaserad samhällsutveckling* [https://www.oru.se/globalassets/inforum-sv/centrala-dokument/styrdokument/verksamhetsplanering/centrala utgangspunkter/orebro-universitet-vision-2023-2027.pdf](https://www.oru.se/globalassets/inforum-sv/centrala-dokument/styrdokument/verksamhetsplanering/centrala_utgangspunkter/orebro-universitet-vision-2023-2027.pdf)

Appendix 1

Examination- and course objectives on collaboration

Examination objectives: Social Work Programme	Examination objectives: Special Needs Education Programme	Examination objectives: Secondary School Teacher Programme
"demonstrate skills and abilities as is required to carry out social work at different levels of society in collaboration with the people concerned"	"demonstrate the ability to design and participate in the work with action programmes in collaboration with relevant actors"	"demonstrate the ability to identify and, in collaboration with others, meet pupils' needs for special needs educational interventions"
"demonstrate insight into the importance of teamwork and collaboration with other professional groups"	"demonstrate insight into the importance of teamwork and collaboration with other professional groups"	"demonstrate the ability to independently and, together with others, plan, implement, evaluate, and develop teaching and educational practice"
"demonstrate professional treatment and approach."	"demonstrate in-depth ability to be a qualified interlocutor and advisor on educational issues for colleagues, parents and other interested parties"	"demonstrate professional treatment and approach"
		"demonstrate knowledge and understanding of social relations, conflict management and leadership, and demonstrate

		communicative ability”
--	--	------------------------

Course objective: Psychosocial Work with Children, Young People and Families, 15 credits (SA700A)	Course objective: Professional Conversations and Counselling, 15 credits (PE200A)	Course objective: Special needs education, 7,5 credits (PE006A)
”identify partners, their areas of expertise and have the ability to identify and delimit the scope of their own professional role”	”demonstrate insight into the importance of teamwork and collaboration with other professions”	”consider the importance of cooperation with students, colleagues and other professional groups”
”demonstrate a professional approach in collaborative situations, relate to and deal with conflicting interests as well as complex social, legal and individual circumstances”	”discuss ethical issues in relation to the role of qualified interlocutor and advisor in special needs education issues”	“apply a professional approach towards students, guardians and school staff”

Appendix 2

Case I Gina - from preschool to preschool class

It is a bit into the autumn term during the first year of the preschool class. Gina is now six years old and has started in preschool class. Before she started in the preschool class, she was absent for long periods, and this has continued into the first year of the preschool class. Some weeks she is gone for several days, and when they call home, her mother says that she has a sore throat and a fever. This prompts the preschool teacher and the preschool class teacher to investigate how to address her high absenteeism from class. During the handover from the preschool, they were informed that Gina is a girl who has been challenging to reach. The staff describe Gina as quiet, having difficulty making contact with other children and adults. She has not been active in the preschool's play activities and has not taken the initiative to make friends. During breaks, she often goes outside by herself or stays inside the classroom. In her interactions with staff, she has been uncommunicative. She has shown no interest in connecting with other adults, except for a few people with whom she has shown special confidence. At the handover, the preschool staff said that Gina has been worried, depressed, and has shown clear signs of a sharp weight loss during the last year of preschool. Due to Gina's high absenteeism and concerns about her mental health, the preschool has raised this issue in the handover as a particularly urgent matter to take care of. The staff describe difficulties they have had in contact with the parents, who have a different cultural and linguistic background, and the parents' unwillingness to collaborate with the preschool. The staff have wanted to get consent from the parents (who do not see the preschool as a necessary place for children's development) to carry out a psychological examination. But at the handover to the school, she has not yet received a response from the parents. The staff state that they have a gut feeling that there are threats and violence in the home and that it affects Gina's well-being, but they have no concrete proof. Unlike preschool, preschool class is now compulsory for all children; therefore, due to Gina's high absence, the preschool teacher and the teacher have booked an appointment with the student health team about Gina's situation. The teachers in the preschool class have a suspicion that Gina has a delayed language development and want to propose a speech therapist investigation for the student health service, and perhaps also that Child and Adolescent

Psychiatry needs to be involved for her mental health issues. They have been given an appointment in two weeks.

Case II Charlie

Charlie has just turned 14, is in grade 8, and has been diagnosed with high-functioning autism. For a couple of months now, they (gender neutral pronoun) have not been at school at all. By middle school, Charlie had a high rate of absenteeism but still managed to meet the knowledge requirements. There were already periods of several weeks when Charlie was not at school. Action plans were drawn up, and with adaptations and support, Charlie was back at school relatively quickly. The teacher at the middle school has understood from Charlie that there were some conflicts in the family during that time. At the same time, there was also more extensive fighting among his classmates in which he was involved. Charlie often withdrew during breaks and had difficulty getting into the peer group. Due to the high level of absenteeism, Charlie now risks not passing several subjects. Charlie's mentor had planned to bring this up at the development review, but Charlie's parents never showed up. The mentor has contacted Charlie several times on his mobile phone without success. It is the father who answers; he scolds the mentor and thinks that it is utterly incomprehensible that such incompetent people as the mentor and the principal can even be allowed to work at a school. He claims that Charlie is doing well without school but also says that he is at home, sad and upset about the school's inability to address bullying in class. The mentor is unable to get direct contact with Charlie, but via a classmate's mobile phone, the mentor can talk to Charlie. They answer questions evasively, but say that they sleep poorly and that their mother has been hospitalized after she fell and hurt herself.

The task

Discuss, based on roles such as counsellor, special educator, teacher, and principal, the student's schooling. How can you work together so that the student gets the best possible start in school and promotes school attendance?

Step 1: Analys the situation

1. How do you understand the situation? Use different theories and perspectives to analyse the situation. What risk and protective factors can

you identify? What else do you need to know in order to assess the situation? How can you find out?

2. What is each profession's mission (counsellor, special educator, teacher, and principal) and responsibility in the situation? What are the duties and tasks of the student health team?

3. What legal aspects should be taken into account in this case (the Education Act, the Social Services Act, the Child and Parent Code)?

Step 2: Develop action competence to collaborate

1. How to proceed in the current situation? What needs to be done and how? Which people need to be involved and contacted and by whom? What should this handover between different forms of school look like and what should it contain? What is important to keep in mind?

2. Design a plan for collaboration, discuss alternative courses of action, their advantages and disadvantages.

3. How is the issue of confidentiality handled in relation to different professions?

4. Discuss how the school can work at individual, group, and organisational levels to promote children's and young people's health, development, and learning in these cases and for children/pupils in similar situations.

5. Reflect on ethical considerations and dilemmas.

Case references

Backlund, Ä., Högdin, S. & Spångberg Weitz, I., (2017). *Skolsocialt arbete. Skolan en plats för och del i det sociala arbetet*. Gleerups.

BUP: <https://www.bup.se/vard-hos-oss/nar-ska-du-kontakta-bup/>

Film elevhälsa: <https://spsm.se/stodmaterial-elevhalsa/>

Film elevhälsa: <https://www.spsm.se/stodmaterial-elevhalsa/inledning/>
Isaksson, C. (2016). *Den kritiske gästen. En professionsstudie om skolkuratorer*. Avhandling. Umeå universitet. <http://www.diva-portal.org/smash/get/diva2:917362/FULLTEXT01.pdf>

Jakobsson, I-L. & Lundgren, M. (2013). *Samverkan kring barn och unga i behov av särskilt stöd Viktigare än diagnos*. Natur och kultur.

Kaiser, S. & Schultze, G. (2015). Between Inclusion and Participation: Young Carers Who Are Absent From School. *Journal of Cognitive Education and Psychology*. Vol. 14 (3) s. 314-328.

Logopedutredning: <https://logopedagogen.se/2019/01/17/syfte-och-malmed-utredning/>

Melander Hagborg, J., Berglund, K. & Fahlke, C. (2018). Evidence for a relationship between child maltreatment and absenteeism among highschool students in Sweden. *Child abuse & Neglect*. Vol.75. s. 41- 49.

Orosanmälan:

<https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-ar-betet/stod-i-ar-betet/skolansansvar-for-barn-som-far-illa>

Region Örebro län, (2018). *#jagmed* (Hämtat 2019-01-23): <https://www.regionorebro-lan.se/Filesv/%c3%96rebro%20%c3%a4ns%20landsting/Regional%20utveckling/Utbildning%20och%20arbetsmarknad/jag-med/Metodhandboklagmed.pdf>

Salameh, K. & Nettelblad, U. (red.) (2018): *Språkutveckling och språkstörning hos barn - flerspråkighet - utveckling och svårigheter*. Studentlitteratur.

Sekretess, skola och socialtjänst: <https://lawline.se/answers/vad-ar-det-forsekretess-som-galler-for-larare-och-rektorer>
<http://data.bas.in-fosoc.se/rattsfall/ZIS06009>

SFS (1949:381). Föräldrabalken. 6 kap. Tillgänglig: https://www.riksdagen.se/sv/dokumentlagar/dokument/svensk-forfattningssamling/foraldrabalk-1949381_sfs-1949-381

SFS (2010:800). *Skollagen*. 1 kap. 4§, 25§, 3 kap.3§: https://www.riksdagen.se/sv/dokumentlagar/dokument/svensk-forfattningssamling/skollag2010800_sfs-2010-800

Skolverket. (2010). *Skolfrånvaro och vägen tillbaka: långvarig ogiltig frånvaro i grundskolan ur elevens, skolans och förvaltningens perspektiv*. Rapport, nr 2010:341.

Skolverket (2014). *Elevhälsans uppdrag - främja, förebygga och stödja elevens utveckling mot målen*. Hämtad: <https://www.skolverket.se/publikationsserier/ovriga-trycksaker/2014/elevhalsans-uppdrag-framja-forebyggaoch-stodja-elevens-utveckling-motmalen>

Skolverket (2014). *Stödinsatser i utbildningen*. <https://www.skolverket.se/publikationsserier/stodmaterial/2014/stodinsatser-i-utbildningen>

Socialstyrelsen & Skolverket (2016). *Vägledning för elevhälsan*. Tillgänglig: <https://www.socialstyrelsen.se/globalassets/sharepointdokument/artikelkatalog/vagledning/2016-11-4.pdf>

Swärd, S. (2018): *Barnkonventionen i praktisk tillämpning inom för- skolan och skolan*. Nordstedts juridik.

Working papers from the Centre for Academic Development at Örebro university:

1. **Skrivutveckling i stora studentgrupper. Erfarenheter från ett pedagogiskt utvecklingsprojekt.** Karin Gustafsson, Erik Löfmarck, Lisa Salmonsson och Ylva Yggla, 2019.
2. **Integrating a sustainability perspective into psychology education. A review of the literature and some suggestions.** Maria Ojala, 2019.
3. **Casebaserat lärande inom humanistiska studier. Erfarenheter från Kandidatprogram i språk, retorik och kommunikativt ledarskap.** Marie Gelang, Mattias Jacobsson, Assimakis Tseronis och Gustav Westberg, 2021.
4. **Kollegialt lärande i en rättsvetenskaplig praktikgemenskap – ett pilotprojekt.** Rigmor Argren, 2021.
5. **Historia på längden och tvären. Om problemdriven och färdighetsorienterad utbildning i historia.** Henric Bagerius, 2021.
6. **Att främja studenters samverkanskompetens. Erfarenheter av professionsöverskridande utbildningsmoment i högre utbildning.** Charlotta Pettersson och Katarina Hjortgren, 2024. (This working paper in Swedish)



www.oru.se

ISBN 978-91-89875-00-5



www.oru.se

ISBN 978-91-89875-00-5